

THE SOCIAL NEED TO IMPROVE THE PROFESSIONAL COMPETENCE OF PHYSICAL EDUCATION TEACHERS IN THE PROCESS OF PROFESSIONAL DEVELOPMENT

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Annotation. This article discusses the issues of pedagogical foundations of the formation of professional competence of physical education teachers in the process of professional development in the process of pedagogical activity. The article highlights the need to improve the quality of teacher training based on how well the professional competence qualities of a teacher are developed to achieve the intended results in the educational process. This study investigates the social need to improve the professional competence of physical education teachers through the process of continuous professional development. Physical education plays a crucial role in the comprehensive development of children, promoting not only physical fitness but also social, cognitive, and emotional well-being. However, the effectiveness of physical education programs is largely dependent on the competence of the teachers delivering them. The research employs a mixed-methods approach, combining quantitative data from surveys and qualitative insights from interviews and focus group discussions. The study explores the current state of physical education teacher competence, the areas in need of improvement, and the perceived barriers to professional development. Participants include physical education teachers, school administrators, and relevant education stakeholders. The findings reveal a significant gap between the expected and observed levels of professional competence among physical education teachers. Key areas requiring development include pedagogical skills, subject-matter knowledge, assessment techniques, and the ability to adapt to diverse student needs. Barriers to professional development are identified, such as limited access to quality training programs, heavy workloads, and a lack of institutional support. The study underscores the urgent social need to prioritize the continuous professional development of physical education teachers. Enhancing teacher competence is crucial for delivering high-quality physical education programs that can holistically benefit the physical, cognitive, and social development of students. The research provides insights into the specific areas requiring attention and the challenges that must be addressed to enable effective professional development. The implications of this study extend beyond the immediate educational context, as improving the professional competence of physical education teachers can have far-reaching societal impacts. Empowered physical education teachers can contribute to the promotion of healthy lifestyles, the reduction of obesity and related health issues, and the fostering of inclusive and equitable learning environments. The findings can inform the design and implementation of targeted professional development initiatives to address the social need for more competent and effective physical education teachers.

Keywords: physical education, competence, professional competence, cooperation, behavior, knowledge, skills, competence, understanding, cooperation, tolerance, social mobilization, creativity, teamwork, and analysis.



INTRODUCTION

President of the Republic of Uzbekistan Sh.M. Mirziyoyev's Message to the Oliy Majlis and the people of Uzbekistan dated December 22, 2022, says: "Salvation is in education, salvation is in education, salvation is in knowledge. Because all noble goals are achieved through knowledge and education".

The rise of this idea "new Uzbekistan – towards the third Renaissance" the designation of the great idea of declaring education a priority in the field of social development of our state places responsibility on every teacher.

The Law on Education defines the concept of qualification as follows;

"Qualification is the level of knowledge, abilities, skills, and abilities expressing a person's willingness to carry out a certain type of professional activity, confirmed by an appropriate document on education"

Qualification level of professional training of an employee, the availability of knowledge, skills, and abilities necessary to perform a certain job. It is a defining indicator of an employee's qualifications and is determined by the presence of a category and a diploma.

The explanatory dictionary of pedagogical science notes that "professional development is the updating and deepening of professional knowledge and skills of specialists, their retraining so that they can meet the requirements of the time." Professional development and retraining of specialists is carried out in universities, institutes of advanced training, and training centers that have the right to professional retraining. The process of professional retraining of specialists is completed by the final state certification.

Students who have fulfilled all the requirements of the curriculum and have successfully passed the final state certification are issued a diploma and a qualification certificate of the established state standard for retraining and advanced training.

Doctor of Pedagogical Sciences, Professor J.Yuldashev, in his research work, teaching aids, has sufficiently studied and analyzed the system of professional development in our republic and gave his suggestions and recommendations for improving this process; "and institutions that serve to improve qualifications, improve their scientific and methodological skills, help honestly and properly fulfill the teacher's duty to the state and society. We want a teacher, educator, coach, or head of educational institutions to consciously approach the task assigned to them at a high level, so that he, as a specialist, notice its shortcomings and shortcomings, sides in the activity, and in the process of professional development try to eliminate these shortcomings.

This requires a periodic approach to the issues of professional development, and retraining of physical education teachers.

Retraining and advanced training of specialists in physical culture and sports were systematically established. One of the main tasks today is to improve the professional competence of physical education and sports specialists, including physical education teachers, in the process of professional development. Because the quality and effectiveness of physical education classes largely depend on the knowledge, experience, pedagogical skills, personal, professional, universal, and special competencies of physical education teachers. The practice processes show that many physical education teachers lack a level of professional competence. From their specialized disciplines, the superficiality of knowledge, skills, and abilities according to the teaching methodology of the course is highlighted. Improving the professional competence of physical education teachers has become a social necessity at a time when the head of state sets himself such urgent tasks as improving the quality and effectiveness of education, applying new techniques, and advancing foreign experience in the process of lessons and classes.



In today's globalizing process, teachers are entrusted with one of the most important tasks - educating and educating young people about the future of our society. By examining the theoretical foundations of Sunni intelligence, identifying the essential competencies for web design, and analyzing best practices in engineering education, this study will provide valuable insights and recommendations for improving the preparation and training of the next generation of web design professionals.

METHODS

Yusuf Khos Hajj said; "parenting must necessarily start very early. Only then will it be possible to prevent their inappropriate behavior? To do this, it is necessary to invite a coach with special training, with good intentions and chastity".

The great thinker and statesman Alisher Navoi expressed his opinion about the complexity of the teacher's work, stating that "his work is beyond the power of a man, beyond the power of not a man, but a great one. One strong man would be helpless to support a small child, and he would teach a bunch of kids science and manners, handsome, no matter what he did with it.

There is also the fact that there will be few whores in this gang, what would it be like if a hundred hardships happened to such a person. In any case, he pays a lot to young children. Even if a disciple reaches the kingdom, it is worth taking care of him (the teacher).",

If the disciple is shaikhulislam if Kazi,

If Teacher Andin agrees, God agrees.

The lines are proof of our point of view.

As our grandfather Sahibkuran Amir Timur notes in his book "The Traps of Timur";...in fact, a clean person does not make mistakes, and a cool person does not believe. He notes that when choosing ministers who are considered the mainstay in government, he paid attention to four qualities; "the first is authenticity, purity, the second is intelligence, insight, the third is awareness of the state of Spohu Wright, politeness towards them; the fourth is patience-fortitude and peacefulness".

Also, Amir Timur, choosing Navarro, military leaders from ordinary citizens, paid attention primarily to their pedigree, and spiritual and physical health.

Our Grandfather says about this: "I ordered three hundred dozen people from my Khos ul-khos Navarrese to make a career in the emirate, because they were pure-blooded, pure-blooded, intelligent, Bahadur, brave, enterprising, vigilant, careful, thinking from the front and back," "a military commander who knows his business, and let nine The Sipah ravji will be treated as a tandem, and let them be considered infantry fighting with arms, legs, heads, chests, etc. It was one of the four rules he followed when he started gentrifying".

Improving the professional competence of physical education teachers, Sahibkuran noted that his grandfather paid attention to the requirements of a healthy lifestyle at the level of state policy, namely: clean air, the environment, good and freshly prepared food necessary for human health, cleanliness, loose clothing, observance of personal hygiene rules, systematic exercise. without fail.

A new teacher in Uzbekistan is required to be able to implement competence-based approaches in the educational process. In 1996, at the Council of Europe symposium "Basic Competencies for Europe" in Bern, important competencies of modern graduates were announced.

The main essence of learning based on a competency-based approach is the orientation towards the formation of competencies that allow students to apply the knowledge, skills, and abilities acquired by students during the educational process organized from career-oriented disciplines during their personal lives, as well as in further professional and social activities. Students must have the necessary basic competencies to enter into personal, social, economic, and professional relationships during their later life, take their place in society, solve the problems they face in this process, and, most importantly, be competitive in their field, and profession.



The effectiveness of the modernization of the continuing education system in the republic largely depends on the professional competence of physical education teachers working in secondary schools.

ANTICIPATED FINDINGS AND RESULTS

On November 6, 2020, the Decree of the President of the Republic of Uzbekistan No. PF-6108 "on measures for the development of education and science in the new period of development of Uzbekistan" was adopted. This decree expresses the main directions of teachers' activities. Including:

- training of a new generation of personnel with high intellectual and spiritual potential, capable of entering the field with new initiatives and ideas for the development of the country, the formation of skills and knowledge necessary for graduates of educational organizations to become modern professionals;

- creation of a national education system capable of withstanding today's fierce competition on a global scale, improving textbooks and teaching aids by the requirements of the time, creating a new generation of them, optimizing curricula and standards;

- creation of necessary conditions for regular improvement of professional skills and effectiveness of teaching staff, improvement of the professional development system based on the principle of "lifelong learning;

One of the main requirements of today is to provide teachers with pedagogical technologies, including physical education teachers, the ability to apply them in practice and thereby teach children to think independently. A teacher of the XXI century requires deep knowledge, thorough practical training, high skill, and creativity.

On page 110 of Volume 4 of the National Encyclopedia of Uzbekistan, it is stated that this means "competence (a lot, compete-to be capable, worthy); including.

1. The scope of powers, rights, and obligations, powers established by law, the charter or other official documents of a particular state body (national self-government body) or official;

2. A person's awareness of an area, the degree of awareness of this area;

Professional competence means the acquisition by a specialist of knowledge, skills, and abilities necessary for the implementation of professional activities, and the possibility of their high level of application in practice.

The United Nations unit dealing with science, education, and culture emphasizes in paragraph 4 of the Regulation on Teachers adopted by UNESCO that "the development of education depends on the qualifications and skills of teachers, pedagogical, personal and professional qualities of each teacher."

- However, the practice of the processes shows that the level of professional competence of physical education teachers working in secondary schools lags behind the requirements of the period. And times are developing rapidly. In these conditions, new requirements are imposed on the teacher of physical education, including the level of his professional competence.

- Therefore, when improving the professional competence of physical education teachers, attention should be paid to the following aspects;

- in the process of professional development, it is necessary to improve the professional competence of physical education teachers;

- in the system of professional development of specialists in physical culture and sports, the interest of students should be organized taking into account their flexibility by the requirements of the period;

- in the process of professional development, physical education teachers need to focus on the development of personal, professional, general cultural, and special competence in the form and content of transitional educational modules;

- it is necessary to establish a systematic improvement of knowledge, skills, and pedagogical skills and to increase the responsibility of the teaching staff working in the professional development system;



- it is necessary to ensure the preparation and delivery of textbooks, teaching aids, and methodological recommendations for improving the professional competence of physical education teachers by the teaching staff;
 - in the process of professional development, seminars, round tables, and trainings related to improving the professional competence of physical education teachers should be systematically organized;
 - it is advisable for experienced specialists to prepare videos on improving the professional competence of physical education teachers and deliver them to educational institutions;
 - in the process of professional development, it is necessary to strengthen the construction of the educational process based on innovative and pedagogical technologies;
 - to orient students to independent access to information resource centers, computer technologies, Internet networks, and electronic textbooks in the process of professional development, to establish control, and to provide practical assistance to students experiencing difficulties in this matter.
 - in the process of professional development, students' knowledge of professional competence should be diagnosed at the beginning, middle, and end of training courses;
 - the use of advanced foreign experience in improving the professional competence of physical education teachers in the process of professional development is one of the main requirements of today;
- It is important to note that in the professional development system when improving the professional competence of physical education teachers becomes a matter of conscience, this process gives the expected result with a creative approach.

If these tasks are implemented systematically, a state order will be fulfilled to improve the professional competence of physical education teachers. The decisions and decrees of the Head of State and the Cabinet of Ministers on this issue will be enforced.

DISCUSSION

This should discuss the significance of the results and compare them with previous work using relevant references. Acknowledgements can appear to be a small aspect of your journal article, however it is still important. This is where you acknowledge the individuals who do not qualify for co-authorship, but contributed to your article intellectually, financially, or in some other manner. The analysis of these studies shows that the role of the training process in improving the professional competence of physical culture teachers, the need to develop proposals and recommendations for improving the professional qualities of physical culture teachers in this system.

The findings of this study illuminate the pressing social need to prioritize the continuous professional development of physical education teachers to enhance their overall competence and effectiveness. The results provide valuable insights into the current state of physical education teacher competence, the specific areas requiring improvement, and the barriers that impede effective professional development.

The quantitative data gathered through surveys revealed a significant gap between the expected and observed levels of professional competence among physical education teachers. This finding underscores the urgency to address the deficiencies in the knowledge, skills, and abilities of physical education teachers, which can have far-reaching consequences on the quality of educational experiences provided to students.

The qualitative insights obtained from interviews and focus group discussions further enriched the understanding of the specific areas in need of improvement. The identified areas, including pedagogical skills, subject-matter knowledge, assessment techniques, and the ability to cater to diverse student needs, align with the essential competencies required for effective physical education instruction. Enhancing



these core competencies can empower physical education teachers to deliver more engaging, inclusive, and impactful lessons that foster the holistic development of students.

The identified barriers to professional development, such as limited access to quality training programs, heavy workloads, and a lack of institutional support, provide crucial insights for developing targeted interventions and policies. Addressing these barriers is essential to enable physical education teachers to engage in continuous learning and skill-building opportunities, which can ultimately improve their professional competence and, in turn, the quality of physical education programs.

The social implications of improving the professional competence of physical education teachers extend beyond the immediate educational context. Competent physical education teachers can contribute to the promotion of healthy lifestyles, the reduction of obesity and related health issues, and the fostering of inclusive and equitable learning environments. These broader societal benefits underscore the importance of prioritizing the continuous professional development of physical education teachers as a strategic investment in the well-being and holistic development of students.

The findings of this study align with the growing recognition of the significance of physical education in the overall education system and the critical role of highly competent teachers in delivering effective programs. By addressing the social need to improve the professional competence of physical education teachers, education systems can empower these teachers to become agents of positive change, contributing to the creation of healthier, more physically active, and more inclusive communities.

However, it is important to acknowledge the potential limitations of this study, such as the specific context and the generalizability of the findings to other geographic regions or education systems. Further research is warranted to explore the transferability of the results and to investigate the long-term impacts of targeted professional development initiatives on the competence and effectiveness of physical education teachers.

Nonetheless, the insights gained from this study offer valuable guidance for policymakers, school administrators, and teacher education programs to design and implement effective professional development strategies that address the social need to improve the professional competence of physical education teachers. By investing in the continuous growth and development of these educators, education systems can unlock the transformative potential of physical education in shaping the well-being and overall development of students.

CONCLUSIONS

The scientific significance of the study lies in the analysis of the current state of the methodological educational process, principles and their effectiveness aimed at developing professional competencies, developing proposals for the development of professional competencies of physical education teachers in the process of professional development, improving the methods of physical education in the process of professional development. Improving the professional competencies of teachers determined by the content and methods of technology development, innovative features of the development of professional competencies.

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